

Get Smart Fast: Supporting Students in Poverty

Why does this topic matter?

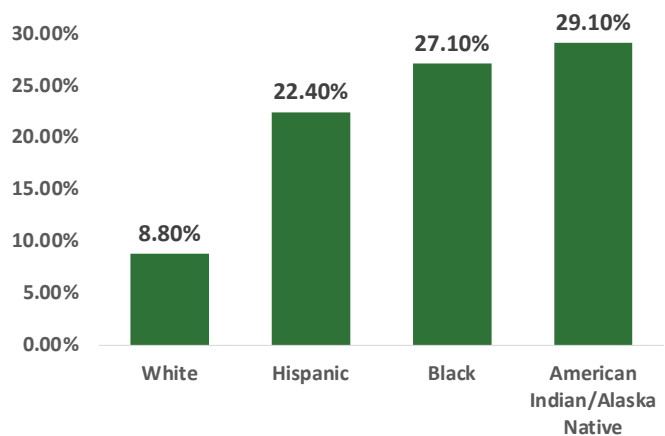
**Approximately
11 million**

children under the age
of 18 live in poverty

**1 in 7
children**

of color and **1 in 6** children
under the age of 5 live in poverty

Child poverty rates vary by race/ethnicity



What does the evidence say?

Children in poverty are more likely to experience:

- Limited access to high-quality pre-school, afterschool, and related supports
- Disruptions in attendance
- Food and housing insecurity
- Unmet health needs
- Exposure to adverse childhood experiences
- Higher dropout rates
- Lower graduation rates
- Lower academic achievement in reading and/or math

Poverty surfaces in classrooms everywhere, and we can't control all those factors.

The top factor related to student achievement in [John Hattie's list of factors](#) is collective teacher efficacy. Collective teacher efficacy is bolstered as teachers enhance their instruction skills and confidence.

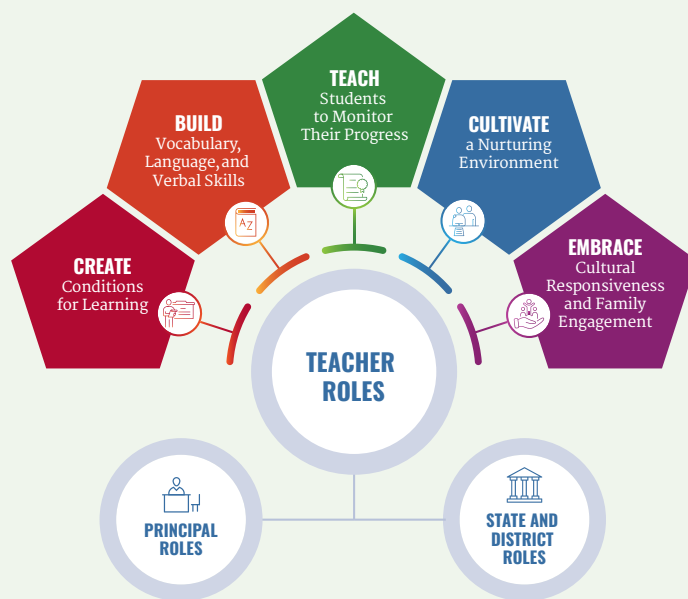
"The one thing that
is in the direct control
of educators is the ability
to ensure that our daily
instruction is of the
highest quality."

—Dr. Kim Benton

What are the conditions of success?

The Supporting Students in Poverty with High-Impact Instructional Strategies toolkit identifies five high-impact instructional strategies that teachers can implement in their classrooms. While these strategies are classroom focused, principals as well as local and state educational agency leaders play a significant role in creating conditions that foster effective implementation of these approaches and actions.

The five high-impact instructional strategies that can improve academic outcomes for students in poverty are demonstrated in the figure.



Implementation of these instructional strategies is most likely to be successful with:

- A foundation of intentional planning, including:
 - › Selection of specific strategies aligned to the needs of the school
 - › Professional learning communities focused on student-centered instruction
 - › Establishment of reflective educational practices
- A shared vision for effective implementation, including:
 - › Building buy in from the school community
 - › Designing an implementation plan focused on integrating toolkit practices into existing improvement plans or programs
 - › Creating feedback loops to encourage mid-course adjustments, as needed, to strengthen instruction
 - › Monitoring consistent implementation to maximize student outcomes
 - › Celebrating wins in student outcomes

What are innovative models?

The toolkit is an adaptable solution that can be used in many contexts to support improved instruction. Here are some examples and supplementary materials:

- [Introducing the Poverty Toolkit to your Teachers—One School's Approach](#)
- [Crosswalk for the Mississippi Professional Growth System Teacher Rubric](#)
- [Instructional Challenge Scenario](#)

How could these efforts be funded?

Funding opportunities exist within the Elementary and Secondary Education Act programs, with strategies for braiding funds through Title I, Title II, and Title V.

For more information and helpful resources, visit <https://compcenternetwork.org/>